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HBCUs Abroad:
Design and Delivery of the First-Year Haiti Experience

Javonni McGlaurin

PIM 76

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

May 12, 2018

Advisor: Sora Friedman, Ph.D.

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Student Name: Javonni McGlaurin

Date: May 12, 2018

Dedication/Acknowledgments

For the Women of Wakanda,

The epitome of black girl magic.
Fearless and intelligent
My strength and my light.
You represent my ancestors and my legacy.
You are Carmen, Hattie, and Lucy.

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Abstract

A need remains to create access to international educational opportunities for underrepresented populations. This need is due to lack of financial resources, fear of the unknown, and time away from home. Historically Black Colleges and Universities (HBCUs), such as, Saint Augustine's University are working to restore the tradition of global scholarship by revitalizing the study abroad program to ensure its students truly embody the motto of "Transform, Excel, Lead". In order to do this, the University is looking to increase the number of students exposed to and participating in study abroad programs. With an increasing presence of international students from Latin America and the Caribbean, the University is pushing to embrace diversity on campus as well as develop global perspectives among U.S students. The purpose of this capstone exercise is the presentation of a short-term, faculty-led, service-learning program to Haiti hosted by the Office of International Programs at Saint Augustine's University. This program will be embedded in a special section of the pre-existing 17-week first-year experience course focusing on career development with a global perspective. Participants will engage in research to practice discussions as they prepare to compete for jobs and professional opportunities in a global economy. The service-learning component will focus on the study of the unique attributes of French/Haitian Creole language and culture. During the spring break, students will travel to Port-Au-Prince and Les Cayes, Haiti. This intervention aims to remove barriers related to duration, fear of the unknown, and with a unique budget model partly funded by the Marlene M. Johnson Innovation Challenge grant issued by NAFSA and the 100K Strong in the Americas, it addressed the need for financial resources. This capstone paper presents a framework for implementation and growth of study abroad programming at Saint Augustine's University through the Office of International Programs.

Introduction

Established in 1867, Saint Augustine's University is a historic campus nestled in the Oakwood district of Raleigh, North Carolina with an intimate enrollment of approximately 1,000 students. Saint Augustine's is classified as a private, not-for-profit institution and offers more than 25 four-year undergraduate programs ("Carnegie Classification," 2017). The most popular degree programs on campus are Business Administration, Criminal Justice, Biology, and Public Health (Y. Umphrey, personal communication, January 5, 2018). Saint Augustine's holds the distinct honor of being the first Historically Black College and University (HBCU) to own an on-campus radio and TV station. Saint Augustine's also established the first and only hospital that served African-Americans in North Carolina until 1960.

Saint Augustine's University (SAU) is the undergraduate alma mater of Anna Julia Cooper, the fourth African American Woman to earn a Ph.D. which she completed at the Sorbonne in Paris. She was a trailblazer for global learning at Saint Augustine's University. In the United States passport, Dr. Cooper's eloquent and thoughtful words may be found stating, "The cause of freedom is not the cause of a race or a sect, a party or a class- it is the cause of humankind, the very birthright of humanity" (History, 2017). Through Anna Julia Cooper's legacy, Saint Augustine's continues to equip its students to be global citizens in this increasingly interconnected world. "We cultivate scholars that are prepared to operate in a global community. Beyond the workplace, global knowledge, skills, and attitudes are needed to successfully navigate the ever-changing, culturally diverse world" (Judon-Monk, 2017). Now more than ever, Saint Augustine's University needs to embrace this core value on global engagement. As a smaller liberal arts university, Saint Augustine's finds itself in a pressured urban environment that has seen substantial economic and population growth. Raleigh, the capital city

of North Carolina, has become internationally recognized for advancement in science and technology. Over the last decade, 103,000 private sector jobs have been added to the area (E.B. Ward, personal communication, January 5, 2018).

Saint Augustine's is working to restore the tradition of global scholarship by revitalizing the study abroad program to ensure its students truly embody the motto of "Transform, Excel, Lead". Historically, Saint Augustine's has had issues with financial sustainability for its study abroad programs. This is because the institutions has relied on study abroad through third-party study abroad program providers and external funding sources. Examples include the Confucius Institute hosting students in China and the Andrew Mellon Foundation funding student travel to Egypt. However, third party programs have limited funding and once the funding has been used for these programs, the opportunity to travel to these destinations no longer exists. The lack of consistent programming creates a situation which highlights the lack of study abroad opportunities for international experiences. The international student population is comprised of more than 50 international students from approximately 15 different countries. Yet, in the summer of 2017, only one student completed a summer internship in Brazil. This student was also the school's first Gilman scholarship recipient. Currently, there is no record of a single student enrolled at Saint Augustine's University that is participating in a study abroad program during the 2017-2018 academic year. While the international students on campus are able to engage in these international experiences, most of the U.S. student demographic are being left out.

As the Program Assistant in the Office of International Programs, my role is to work directly with students to promote study abroad opportunities and advise them through the application process. This role also provides me experience working as a Designated School

Official (DSO) for international student services. I provide content updates for the Office of International Programs' various social media accounts and micro-website. More specifically, I support the Director with management of the Marlene M. Johnson Innovation Challenge Grant including logistics and travel planning for The First-Year Haiti Experience.

The First-Year Haiti Experience program I am proposing is a short-term, faculty-led, service-learning program to Haiti hosted by the Office of International Programs at Saint Augustine's University. The length of this program is nine days and will be built into the curriculum of a pre-existing credit-bearing course, "FYE 102: First-Year Experience on Global Inquiry". Contrary to what we commonly see with funding study abroad programs at Saint Augustine's, the design of the program is embedded into a course, offering a sustainable funding model that will allow students to use their financial aid to cover the costs of the program instead of an additional out-of-pocket expense. This means the program may continue to run in subsequent years once the original funding from the Marlene M. Johnson Innovation Challenge grant is no longer available.

Theoretical Foundation

According to the Institute of International Education *Open Doors* report, approximately five percent of study abroad participants are African Americans and this number has hovered at this percentage for a few years (Institute of International Education, 2017). This leaves much work to be done to create access to international educational opportunities for underrepresented populations. Barriers that have been documented for low participation includes the absence of financial resources, lack of knowledge of other cultures, and duration of the program. One study examining factors influencing the study abroad decisions for students of color reveals that 85 percent of students indicate program costs as a barrier (Kasravi, 2009). In another study

conducted by Kang and Megehee (2012), participants were asked to identify their preferred length of stay for a study abroad program. A shorter “Maymester” program was preferred over both semester and year-long programs. As the international education community pushes to eliminate these barriers and increase participation in study abroad programs, a decrease can be seen in the duration of these mobility programs offered. Hulstrand (2015), says “In the past decade, the number of students interested in short-term education abroad programs have risen steadily” (p. 58); nine percent to be exact. Short-term programs accounted for 63 percent of all study abroad programs in the 2017 *Open Doors* report (Institute of International Education, 2017). This trend is also present in other countries as shown by the European Commission’s Erasmus+ midterm review created by the Universities UK international submission. Ninety percent of universities that participated in the survey cited a need for short-term mobility opportunities (Allinson, 2017). These studies of short-term study abroad programs provide an important theoretical foundation for this proposal.

The phrase “short-term” is used to describe programs with durations spanning the course of a summer or as short as a few days. Engle and Engle (2003), created a classification system with five levels to categorize study abroad programs. Program components with a duration of several days, elementary target language competence, and English as the language of instruction, constitutes a level-one: study tour classification. The proposed design will contain all elements of the level one classification. Furthermore, the proposal will include cultural interactions, experiential learning, and reflections on cultural experiences. These are elements of a level two classification. For the purpose of this program design, it will be referred to as a short-term program because of the inclusion of elements from both a level one and level two designation.

Much of the existing literature on short-term programs has faculty-led, service-learning, and first-year elements present in the program model. Faculty-led programs are one type of study abroad model where faculty are directly involved with the logistics and operations. Law et al. (2018) describes faculty members as a positive attribute. Faculty members tend to be very invested from the beginning of the process and have extensive experience in the host country. In opposition to Law et al., Sanderson (2014) identifies faculty members as a potential challenge to a program design. The rationale is that faculty may be less equipped to handle logistical matters, housing issues, personality conflicts, and group dynamics. Despite the level of logistical involvement of a faculty member, the emphasis for planning these programs is the strong academic integrity. Best practices include having an academic theme and assigned readings before and during the course to engage students during the experience (Hulstrand, 2015). Helen Gaudette, Director of the Office of Global Education Initiatives at Queens College of the City University of New York is a proponent of faculty-led programs and states “As a historian, I believe that students understand events, issues, and cultures better when they go to the places where things happened” (p. 59).

Michael Woolf (2015) offers a critical analysis of international service-learning programs from an American context. The author believes that service-learning is problematic for colleges and universities if it is not mainstreamed through academic departments and “remains at the margins of the curriculum” (p. 21). Woolf identifies two solutions that could allow service-learning programs to be perceived with a greater value among academia. One of those solutions is to ensure these programs are grounded in strong academic learning. Contrary to volunteerism, where the goal is to do good work, service-learning must demonstrate that a particular course topic is best studied through service and will enhance the teaching and the learning experience.

The second solution Woolf offers is to respect the needs and interest of the host community and partners. Doing no harm is a basic tenant even among volunteerism and development work. Yet, this must be given thoughtful consideration. For example, if a community is being provided with products such as books or shoes, this may not present physical or environmental harm. The concern then becomes, what harm is being presented to the economy. Is this service taking jobs away from the local publishers and shoemakers? Furthermore, there needs to be a shift in the conversation around intercultural work and service-learning from to eliminate rhetoric that perpetuate missionary tendencies. Benjamin-Alvarado (2015) sees service-learning as beneficial in demystifying stereotypes of the communities in which students are engaging. The argument for these types of programs at colleges and universities could be strengthened where students become less determined to help the lives of poor foreigners with the notion that they cannot help themselves. A service-learning program is constructed “as a partnership wherein students are learners in the community and not necessarily contributors to it” (Woolf, 2015). Service learning can have elements of activism and civic engagement as long as the initiative is taken by the local community (Sumka, 2017).

In an article about short-term programs abroad, Sumka (2017) acknowledges many values and benefits. These programs are never longer than three weeks, but the students were all impacted. The author attributes the program’s success to a structured, transformative learning experience that continues to inspire students after the program is complete.

Some schools may structure the learning around the United Nations’ sustainable development goals (including no poverty, zero hunger, quality education, gender equality, and climate action) or from commonly explored social issues such as the environment,

housing and homelessness, health, youth development, immigration and refugees, disaster relief, and ableism/disabilities (p. 80).

Participants are so motivated by their experience on a program that they go on to pursue careers that align with the focus of the program. While it is imperative to have a strong academic grounding, the program should also be balanced with service or the lines blur between service-learning and a short-term study abroad that includes an intensive case study.

Further research on similar short-term programs reveals two institutions that are broadening education abroad beyond juniors and seniors. Agnes Scott College offers a week-long immersion program for freshmen which is embedded in a spring semester course (West, 2017). St. John's University also has a first-year program, called Global Passport, which has an embedded model to lower the cost of the program and "encourage underserved populations to study abroad" (p. 35). These institutions were highlighted for their programs and Saint Augustine's is using these best practices for the development of its own short-term program.

The creation of this new educational mobility program at Saint Augustine's will also incorporate elements to eliminate the barriers of money, fear of the unknown, and time. This model is not to be seen as a substitution for lengthier programs but to serve as a motivation to pursue longer and more intensive education abroad programs. This is explained further in the evaluation plan. At Saint Augustine's University, this model can be used as a sustainable cornerstone program offered by the Office of International Programs to have students exposed to other cultures on an annual basis.

Needs Assessment

The mission of Saint Augustine's University (SAU) is to "sustain a learning community in which students can prepare academically, socially and spiritually for leadership in a complex,

diverse and rapidly changing world” (SAU at a glance, 2017). In an effort to assist the students’ preparations, the university is looking to increase the number of students exposed to and participating in study abroad programs. With an increasing enrollment of international students from Latin America and the Caribbean, Saint Augustine’s is working to both embrace diversity on campus and develop global perspectives among U.S students. Based on these declarations, interviews were conducted with international education (IE) professionals working in the Raleigh-Durham area to provide insights on the field and best practices for developing programs. Additionally, an informal needs assessment was conducted to learn more about student demographics and the existing study abroad portfolio of SAU. Lastly, surveys were distributed to faculty members at SAU to determine strengths of the First-Year Experience program and areas of improvement.

The interviews included three international education professionals: two working in the study abroad office at North Carolina State University (NC State) and the third working with study abroad at North Carolina Central University (NCCU) which is a fellow historically black college and university (HBCU). Experience in the field of international education among the interviewees ranged from four to 27 years. A common theme among all those interviewed is that their programs are 100 percent student funded either through student’s financial aid or personal savings. The students concern for financial resources to participate in these programs was another theme among those interviewed. The IE professional interviewed from NCCU stated that the fear of missing out on campus activities and the fear of traveling outside of North Carolina are also concerns of students at her institution. Based on conversations from advising sessions on campus, these fears resonate with the student population at Saint Augustine’s as well.

The informal needs assessment of student demographics revealed that Seventy-three percent of all students enrolled at SAU receive federal Pell grants (SAU at a glance, 2017). One international educator identified a theme in the IE field is that students are becoming more aware of finances and how much they are spending. “A lot of it is financial, I mean, student generation Z are very financial conscious” she explains (J. Law, personal communication, March 14, 2018). Specifically, at an HBCU where many of the students are underrepresented in study abroad, cost is seen as the biggest barrier. Wilkie (2017) mentions the federal government offering assistance to support education abroad for underrepresented student. He goes on to discuss the Gilman scholarship and capacity building grants to increase diversity in study abroad. What this article fails to mention is the ability to increase students financial aid to participate in these programs without additional challenges of meeting a GPA requirement or submitting essays. This was the determining factor for the funding model presented in this design.

Other influences on this proposed design is the need to diversify the study abroad portfolio at SAU. This means increasing the number of options available to students and increase the locations of these various programs. Saint Augustine’s University only offers a summer study abroad program to Nanjing, China with grant funding from the Confucius Classroom. This is a complex arrangement because the Confucius Classroom is an extension of the Confucius Institute under operation of NC State University. This means that NC State is essentially the program provider. Students spend five weeks in China and receive up to six credits in Chinese language courses. This is the only program that runs on a consistent basis which doesn’t allow for a diverse portfolio of regional offerings via Saint Augustine’s. Also, courses are limited to students wanting to satisfy the foreign language requirement. Students have the opportunity to use a third-party program provider or find their own opportunity. The challenge then becomes

that students have a variety of options for high cost program options without proper advising on the application process.

In addition to an increasing study abroad portfolio at Saint Augustine's University, the First-Year Haiti Experience will fill the gap for other areas of need on campus. As mentioned previously, SAU has more than 50 international students and majority of them are from the Caribbean region. The university aims to increase intercultural competency for local students by exposing US students to global perspectives on the campus of SAU. This can be facilitated through the increase of international students of the African diaspora from Latin America and the Caribbean. Previously, Saint Augustine's signed a Memorandum of Understanding with Universidad del Pacifico in Colombia. However, the program has yet to see its full potential and there have been no continuous exchanges between institutions. With the need for increasing international student diversity, the First-Year Haiti experience aims to provide value to the university by bringing students from Haiti to SAU. This program hopes to strengthen its partnership with the Bishop Tharp Institute (BTI) for continued exchanges of students of with more Saint Augustine's traveling to Haiti and students from BTI receiving education at Saint Augustine's University.

To better assess the First-Year Experience (FYE) course in which the FYE Haiti program is embedded, faculty members that have taught FYE were invited to participate in a survey about the course. The survey shown in **Appendix A**, used a Likert-type scale to gather responses in four categories: student learning goals, Saint Augustine's University institutional goals, curriculum, and student participation. Low participation in the survey made it difficult to draw patterns from the results. One theme that the results did show is that 75 percent of the FYE instructors agree that individual reflections allow a sound means of evaluation of the course and

student experiences, however, no instructor indicated that student participation was high in written assignments. This means there is a need to either increase participation in written assignments to have effective evaluation or introduce creative ways for individual reflection that moves away from written assignments.

Based on the responses from faculty members that completed the survey, a majority believe that the FYE program aligns well with the institutions strategic goal to infuse the learning and research environment with real world application, involvement, and service. Despite, the correlation here, the course description indicates that the course is not research intensive and has no service-learning component. This reveals a gap between the application of the course to the universities institutional goal. There is a saying at Saint Augustine's University that community-service is a way of life at SAU. The First-Year Haiti program will embed elements of service in the study abroad offerings at Saint Augustine's allowing students to continue their call to service while abroad and steadily increasing study abroad participation. The result of the information collected from the needs assessment shows that this program can help increase the number of study abroad options at SAU, increase the number of African-American students studying abroad, and provide a medium to accomplish the mission and goals of Saint Augustine's University.

Program Goals and Objectives

The goal of the First-Year Haiti Program is to increase the diversity of the international student body through collaboration agreements and partnerships with overseas institutions. The program also aims to increase the number of Saint Augustine's University students that are exposed to and participate in scholastic learning opportunities abroad. To this end, the program

will expand the existing study abroad offerings by 100 percent and create a sustainable low-cost program that satisfies a general education requirement to meet graduation requirements.

Participant Goals and Objectives

The goals for the students participating in the First-Year Haiti Experience program is to gain an understanding of marginalized and disenfranchised communities through service-learning, increase intercultural competence with respect to global self-awareness, cultural diversity, and engage in opportunities for cross-cultural interactions with those who differ from one's beliefs, values, and world views. Over the course of nine days, students will have two objectives. The first is to engage with local communities through classroom exchanges and meaningful collaborative projects to increase knowledge of Haitian culture and the second is to increase their knowledge of Haitian Creole to a basic novice level on the ACTFL proficiency scale.

Program Description

The First-Year Experience (FYE) program is an academic unit that assists students in their transition to college and the community of Saint Augustine's University. The FYE program offers two fundamental courses delivered over two semesters designed to educate students on the rich history of the university and prepare them to meet their academic goals. In the first semester of FYE, students learn about the majors that are offered along with career opportunities associated with the chosen major. This course covers an introduction to the history of Saint Augustine's University, policies and resources, test preparation, study skills, academic and career planning, and time management. In support of students in their transition to the SAU

community, the course also covers SAU values and expectations, and it emphasizes the connection between this course experience and their careers. The second semester course of FYE focuses on a college to career pathway. Participants engage in real-world discussions on career development with a global perspective as they prepare to compete in an interconnected job market. These two FYE courses must be completed in a consecutive order.

The First-Year Haiti Experience being proposed is a short-term, faculty-led, service-learning program to Haiti embedded in the second semester FYE course (FYE 102). During the inaugural year of implementation, the program will be partially funded by the Marlene M. Johnson Innovation Challenge grant issued by the NAFSA: Association of International Educators and 100K Strong in the Americas. Logistics for this program will be arranged through the Office of International Programs. The length of this program is nine days and allows students to examine unique attributes of French/Haitian Creole language and culture through meaningful service. The two partners to implement the service component of the course in Haiti are the Haiti Design Collective and the Bishop Tharp Business and Technology Institute of Haiti (BTI). The Haiti Design Collective (HDC) is an organization that brings sustainable development through artisan design, training, and job creation (Our Story, 2018). The Bishop Tharp Institute is a two-year institution modeled after the American community-college system with an affiliation to the Episcopal Church shared by Saint Augustine's University.

Curriculum

Many definitions of curriculum exist among students, faculty, and staff. According to Stark and Lattuca (1997), some definitions could be a college's mission and purpose, a set of courses offered to students, or the content of a specific course. They suggested that curriculum be defined as an academic plan. This academic plan is to be "a total blueprint for action,

including purposes, activities, and ways of measuring success” (p. 325). Furthermore, the academic plan was proposed to have eight basic elements. For the purpose of this curriculum section of the proposal, the two elements that will be highlighted are content and sequence.

Participants looking to satisfy a First-Year Experience (FYE) 102 course requirement will be able to participate in this 17-week course with an eight-day service-learning component to take place in Haiti. FYE 102 will be structured into three stages. The first 10 weeks of the course can be described as the pre-departure stage. For example, one week will be dedicated to discussing languages of Haiti. It is important to note that this program is designed for students with all language abilities, and students will be able to function without knowing French or Haitian Creole. Hearing the language and knowing basic phrases will allow students to communicate short messages on day-to-day tasks. In preliminary discussions about the program, many students expressed a desire to learn about a different culture. The delivered course content also unpacks the meaning of culture, how they see culture around them, and explores global citizenship. Specific travel information (e.g. what to pack, weather, time zones, banking, etc.) is also included in the list of topics discussed during these 10 weeks. Students will also be introduced to the Innovative Sustainable Development Expo. This is a project-based learning theory to engage students with greater responsibility and provide practice working in teams for a common goal. Each section of FYE will be assigned a country and an organization that aligns with the United Nations Sustainable Development Goals (SDG) that is of high priority to the country they represent. For example, one section of FYE 102 will be assigned Haiti and the Haiti Design Collective will be the organization that promotes SDG number eight: Decent work and economic growth. Throughout the semester, students will explore and expand on how they can promote innovation in organizational change and increase social impact for their assigned

organization. Students will be expected to design, decorate, supply, and occupy the booth during the expo. At the end of the semester, all sections of FYE 102 will convene and exhibit their work to promote awareness of their innovation or cause.

The second stage of the course curriculum is the in-country service-learning experience which occurs during spring break. This is a time for students to visit the organization they have been studying, work closely with the staff and gather any supplemental materials for the expo upon return. Students will be expected to submit nine journal entries with guided questions and one essay to reflect on the entire spring break experience. This essay should include aspects from the service-learning work they completed, the connection to their academic work preparing them for the experience, and their personal learnings. On day one of the program, the group will spend much of the day traveling. They will leave Raleigh in the morning and arrive in Haiti in the afternoon. For many in the group, this will be their first time traveling away from home on an airplane, internationally. Thus, the activities for this day is limited to checking in to the hotel, having a group dinner to kick off the program and then have the students conduct their first journal reflection in the evening. This will capture their initial feelings of traveling. Days two will be spent doing cultural exploration in the morning and working with HDC in the afternoon. In the morning, the group will be able to learn more about the historical significance of the city and connect learnings they made in the classroom to the real-life location in Haiti. This will be repeated on day three and four. The cultural exploration will begin with a guided tour and become more independently structured by day four. The work with HDC will start with a workshop experience where students will study the history, purpose and initiatives of the organization. This experience includes a tour of the work facilities, and an hour long hands-on activity with the jewelry, sewing, and leather artisans. The subsequent days at HDC will be spent

assisting the artisans in daily tasks to increase efficiency of production while diving deeper into the Artisan development model.

On the fifth day of the program, the group will travel to the town of Les Cayes in the southern part of the island. Upon arrival, the group will participate in a classroom exchange with students enrolled at the Bishop Tharp Business and Technology Institute. This time gives students a chance to meet other students and receive a brief overview of education in the respective countries. Following the exchange, the students from both institutions will enjoy an afternoon at the beach. This marks a half-way point during the program where students can relax and recover from a firm schedule of the days prior. The next three days will be spent collaborating with students of BTI to further expand the innovative business solutions being offered in Les Cayes. The students of both institutions will go into the community to provide information on financial literacy and common micro-financing opportunities. This will be coupled with a guest lecture from a BTI professor evaluating the impact of the institutions young existence on its mission to provide technical education to generate jobs and family wealth (McDonald, 2004). The final day of the program will be spent traveling back to the airport in Port-au-Prince and onward to return to Raleigh. Completion of this stage of the course will transfer as completion of their cultural activities requirement as a key aspect of evaluating student learning outcomes for the course.

The final stage of the course curriculum is six weeks and will conclude with topics on re-entry and career development. The students will leave the end of the course being able to articulate the purpose of their alternative spring break with future employers through their resume, interviews, and elevator pitches. These remaining class meetings will also allow students to make final preparations for the Innovative SDG Expo final project.

Staffing Plan

This staffing plan is created to ensure the program has sufficient staff with clear roles and responsibilities for a successful completion. The staff will include the Director of International Programs, the Program Assistant, the faculty member on record teaching the First-Year Experience course (FYE), one Haitian translator, and two peer leaders. Support staff in Haiti will be provided by Bishop Tharp Business and Technology Institute (BTI) in Les Cayes, and Voyages Lumiere.

Director: The Director of International Programs is a full-time staff position who will fully oversee the implementation and planning of the proposed program in addition to the other study abroad programs in the portfolio of Saint Augustine's. Planning will include construction of the curriculum along with selected faculty members for the on-campus and study abroad component of the program. Additionally, the Director will travel with the program to Haiti and oversee the budget and handle any financial transactions in the country. Cultivating relationships with the Bishop Tharp Institute will also be a responsibility of the Director. Development of this relationship will ensure an aligned academic initiative for faculty and student interest. The director will also provide periodic program monitoring reports. Qualifications for this position include a terminal degree with demonstrated experience in international education. A full description can be found in the **Appendix B**.

Program Assistant: The Program Assistant will work directly with students to market and promote the program. Promotion includes meeting with all freshmen students enrolled in FYE 101 and introduce them to study abroad opportunities available during their matriculation. Supporting the director with coordinating logistics for study abroad programing, accepting and filing student applications, and travel management will also be responsibilities of the program

assistant. Qualifications require this staff member to have a Bachelor's degree, and any foreign language proficiency. A full description can be found in the **Appendix C**.

Faculty: One faculty member will serve as the instructor on record for the Haiti section of the FYE 102 course. The faculty member will be responsible for delivering course information as outlined by the syllabus and maintaining course assignments and grade submissions. Additionally, the faculty member will accompany students to Haiti to continue facilitation of learning, supervise student safety, and ensure appropriate behavior in adherence with policies outlined with by the Saint Augustine's University (SAU) code of conduct. A terminal degree is preferred but not required for this position. The faculty member must have experience teaching the First-Year Experience curriculum and must be able to adapt in new and culturally diverse environments.

Language Interpreter: The interpreter for this program will primarily be responsible for translation of conversation, presentations and tours between English and Haitian Creole. Responsibilities would also include facilitating course instruction around the topic of Haitian Creole. This will provide students a chance to learn basic words and phrases to navigate in Haiti. Qualifications include experience translating for a large group, and the ability to work in Haiti. The ideal candidate may be based in Haiti or Saint Augustine's University.

Peer Leader: Peer leaders are experienced undergraduate students that have successfully completed the SAU First-Year Experience program. These two leaders will build relationships with the first-year students and assist with their adjustment to college and preparation for study abroad. During the in-country portion of the program, peer leaders will travel with the group and serve as support to students to combat homesickness and will assist the faculty member as needed.

Program Marketing

The target audience for program marketing of the First-Year Haiti Experience are freshmen and first-year students at Saint Augustine's University. There will also be general marketing materials for parents, faculty, and potential students about study abroad program offerings. The marketing strategy for this faculty-led program to Haiti will consist of print and digital media to promote the exciting service-learning program that is designed to allow students to have an international and culturally engaging experience while gaining academic credit towards their graduation requirements. Program marketing will also provide information to faculty that may be interested in instructing and leading the course. Marketing for the program can be found on the study abroad section of the SAU website for the general public. This is done to bring awareness to the study abroad offerings to potential students, parents, and the Saint Augustine's community. This will provide a short program description, information on locations traveled to, departure and return dates, program costs, description of course work and sample itinerary. The website will also provide links to the social media platforms for the Office of International Programs. The Facebook page (Saint Augustine's University Office of International Programs) and the Instagram page (@SAU_International) will have images and information about past participant experiences on this program and other study abroad programs. Scholarship information can be found here as well.

During the Fall semester, this program will be marketed to on-campus freshmen and first year students that are enrolled in FYE 101. Information from the website specific to the FYE-Haiti experience will be printed on a flyer to be distributed during the new student orientation. Additionally, flyers will be placed in various high-traffic locations around the campus such as the Registrar's office, bulletin boards in academic buildings, the student union, and library.

The Office of International Programs will work with the Office of Communication and University Relations to utilize the campus radio station to bring awareness of the program across the student body. By bringing the knowledge of this program across the student community, organically, word of mouth will become a marketing tool. Throughout the year, information about the program will be delivered electronically through the Good Day SAU daily newsletter that is emailed to all students and staff. The study abroad email listserv will also serve to capture a specific demographic of students that have shown interest in study abroad and would like more information.

Finally, marketing of this program for potential students and incoming freshmen will be highlighted during the Spring Open House event. This occurs in April of every year and four months before students begin classes for the fall semester when the FYE 101 course is offered. Marketing materials will also be provided to the admissions team to distribute during recruitment fairs and high school visits. This will spotlight opportunities throughout their college career and even in their first year.

Student Recruitment and Admissions

The Office of International Programs will have a targeted approach when recruiting participants for this program. Student recruitment will be conducted in collaboration with First Year Experience (FYE) 101 instructors. The Office of International Programs will schedule class visits to all FYE 101 classes in with consideration of the instructor's preference. Students will be introduced to the First – Year Haiti program and criteria for nomination. Each FYE 101 instructor will nominate one to three students from their class that meet the following criteria:

- Must be a degree seeking student classified as freshmen or first-year transfer student enrolled in in FYE 101

- Sincere interest in Haitian or other world cultures
- Basic knowledge of French or Creole language is preferred but not required
- Demonstrates strong academic progress in FYE 101 through grades of class assignments and completion of course
- No outstanding discipline record
- Commitment to community service through recorded hours by Student Activities
- Exemplifies strong maturity, responsibility and preparation for study abroad

Once the nominated students have been identified, the Office of International Programs will contact those students to schedule selection interviews. Selection interview questions can be found in **Appendix D**. The selection committee will be comprised of two staff members from the Office of International Programs and two staff from the First-Year Experience leadership team. To eliminate bias or preferential treatment of students, a faculty member on record of instructing a current section of FYE 101 will not be allowed to participate in the selection committee. If more than one qualified candidate originates from the same FYE section, selection decisions will be left to the discretion of the committee. The minimum enrollment for this program is 10 students. To keep the staff to student ratio low, the maximum enrollment is 16. Once the selection committee has voted on students accepted into the program, the students will be notified via their official SAU email and information about a welcome orientation, and registration for the Spring FYE 102 Haiti course offering.

Logistics

Passports: Students selected for the program will be notified before December and a meet and greet will be scheduled for students to meet others that will be in their class in the spring

semester and will be traveling with them to Haiti. At this time, they will be encouraged to apply for their passports over the holiday break. If students do not apply for passports over the holiday break, they will be required to apply for their passports in January at the local post office or the passport office at North Carolina State University which expedites passports for students at no additional fee.

Air Travel: Students and staff will be traveling as a group round trip with American Airlines from the Raleigh/Durham airport and Port-au-Prince airport. Both flights have a layover in Miami, Florida.

Housing and Board: In Port-au-Prince students will stay in Trinity Lodge. Students will be staying in double occupancy rooms and staff will have single rooms. Buffet breakfast is included in this price. In Les Cayes, students and staff will stay in university dorms at the Bishop Tharp Institute.

Ground Travel: Students will work in two different locations. They will begin in Port-au-Prince and then travel to Les Cayes in southern Haiti. The ground transportation will be secured through Voyages Lumiere in the form of a mini-bus. This company will be our primary transportation from the airport to hotels and travel to Les Cayes and back to Port-au-Prince and the airport.

Meals: In Port-au-Prince, breakfast every morning will be provided by the Trinity Lodge and included in the price for housing. On day two of the itinerary (**Appendix E**) lunch will be

provided in the price of the Haiti Design Co. workshop experience. All other meals will be at the expense of the student and is included in the program cost.

Health and Safety Plan

“An ounce of prevention is worth a pound of cure” (Franklin, 1735) is a quote that can be applied to strategies for addressing health and safety concerns. Common healthcare challenges that occur at some universities are when students fail to disclose medical issues before travel or do not seek medical attention at the first signs of a health issues (West, 2017). It is important that participants are aware and understand the specific health and safety concerns present in Haiti and how to manage these risks. The goal of the Office of International Programs (OIP) is to empower students to take responsibility for their own health. OIP will devote time during the course to fully cover the health and safety risks participants may be exposed to during their time in Haiti and explain the responsibilities the OIP has taken to monitor student’s safety. This will include students navigating the website of the U.S. Department of State to gain a better understanding of the travel warnings system issues to other countries. Students will also learn to navigate the website of the Center for Disease Control to determine necessary and recommended immunizations.

To accommodate students’ health needs, the Office of International Programs will collaborate with the Joseph G. Gordon Health Center at Saint Augustine’s University. Upon admission into the university students are required to complete a medical history forms provided by the Gordon Health Center (**Appendix F**). To participate in any study abroad programs, students are required to submit a copy of this form with their study abroad application. This not only provides information to University staff, but also ensures students are visiting the health

center to learn more about health precautions and any information for students to maintain their health while traveling abroad. Students enrolled in study abroad programs or other institutional sponsored international travel are required to enroll in GeoBlue insurance. This is a policy that was mandated by the University of North Carolina system. Saint Augustine's is not a member of the UNC Systems, however, many of the leading research institutions and five other historically black colleges and universities (HBCUs) in the state are included in this system and Saint Augustine's is following this best practice for, low-cost health insurance coverage (Our 17 Campuses, 2015).

In addition to the medical history form, students will also sign and date a liability waiver in **Appendix G** and participation agreement as a part of the on-boarding process. The participation agreement informs the students that they will abide by Saint Augustine's policies including the following policy on drugs and alcohol:

Saint Augustine's University is fully committed to achieving a drug and alcohol-free environment for its students. The University has a zero tolerance for illegal drugs and drug paraphernalia. Saint Augustine's University students are expected to comply with campus rules and regulations. Those rules prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by students on university property or as part of any Saint Augustine's University activities. Violators will be referred to the Dean of Residential Life (Campus Safety, 2017).

Furthermore, if a student is found in violation of this policy, proper officials will be notified at Saint Augustine's University and could result in dismissal from the program and return to the United States at their own expense.

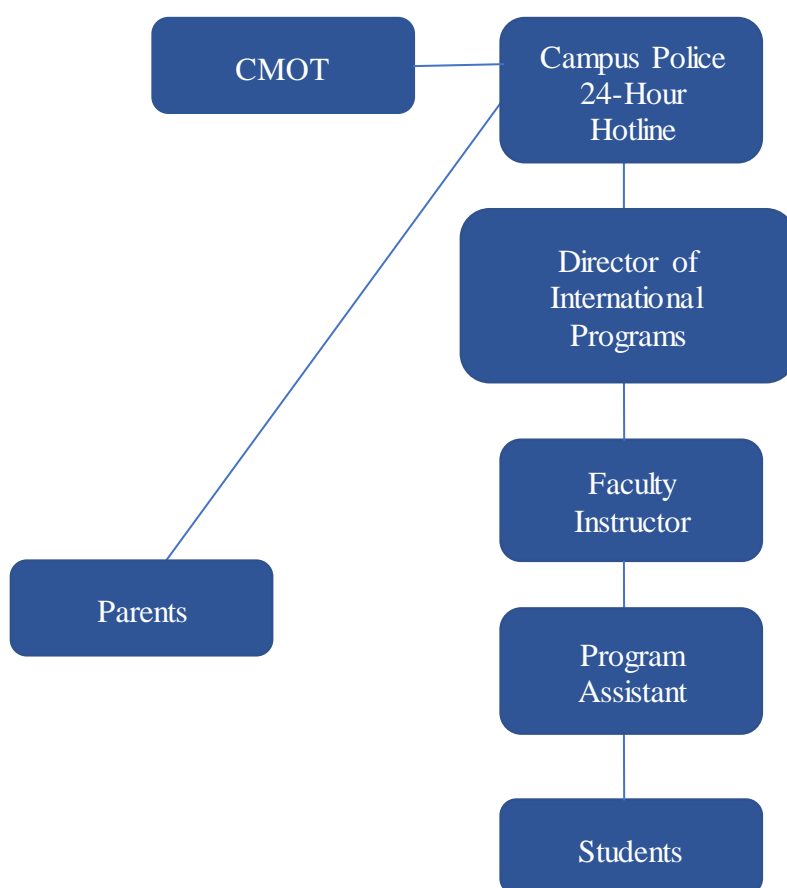
Crisis Management Plan

Preservation of life is the number one priority in the case of a crisis situation. The Office of International Programs will have an extension of the Crisis Management Operations Team (CMOT) at Saint Augustine's University. CMOT Study Abroad Extension is comprised of the Director of International Programs, the Provost, Chief of Police, Director of Communications, and university President. Before the groups departure the CMOT Study Abroad Extension will convene to monitor the travel warning in Haiti issued by the U.S. State Department and relevant information from the Center for Disease Control. This team is activated once an emergency is declared and will determine its response according to the categorized magnitude level of the emergency. There are three emergency levels: Alert, urgent, and crisis. Alert level means the situation is out of the regularly planned schedule but does not pose a severe threat and can be resolved within 24 hours. An urgent level describes a higher risk of injury for participants and staff. This could involve hospital visits, property damage, and possible change of schedule. A crisis level emergency is the most critical life-threatening incident with a high probability of property damage, multiple injuries, and loss of life. In the event of any level of emergency, decision-making power defers to the senior most official on site. This will more than likely be the Director of International Programs followed by the FYE faculty instructor.

To ensure strong communication between the program in Haiti and the home campus in the United States, there will be a 24-hour phone number that is staffed by the campus police department. The on-call number will be available to parents to reach someone any time of day in case of an emergency. The campus police department is included in the phone tree listed in **Figure 1.1**. Even though the Director of International Programs is on the Crisis Management Team, to streamline communication, they will contact the 24-hour hotline number which will

then notify the rest of the CMOT. Following the event of an emergency, an incident report (**Appendix H**) will be completed to document any issues for liability purposes. Participants will also participate in a follow-up meeting to discuss the impact of the emergency situation. If there is a need for a health specialist, accommodations will be coordinated through the study abroad office, Gordon Public Health Center, and Counseling and Psychological Services program at Saint Augustine's University.

Figure 1.1. Phone Tree



All travelers for this program will be enrolled in the Smart Traveler Enrollment Program (STEP). This allows the nearest U.S. Embassy and Consulate to contact the group in the case of emergency. The Embassy will also keep travelers informed about safety conditions in Haiti. This

will allow the group to make informed decisions if contingencies or deviations from the itinerary need to occur. Additionally, the two hospital facilities have been identified by the U.S.

Department of State for travelers to Haiti.

Evaluation Plan

The evaluation plan for the First-Year Haiti Experience will use the Global Learning VALUE Rubric created by the Association of American Colleges and Universities (AACU) as a framework for measuring demonstrated progress. The rubric in **Appendix I** has performance descriptions for the following learning outcomes: global self-awareness, perspective taking, cultural diversity, personal and social responsibility, understanding global systems, and applying knowledge to contemporary global contexts. The AACU says “Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students’ entire college career through an institution’s curricular and co-curricular programming” (Association of American Colleges and Universities [AACU], 2014). Thus, at a level one “Benchmark” designation, the evaluation plan will only measure progress against three learning outcomes: cultural diversity, understanding global systems, and applying knowledge to contemporary global contexts. Evaluation tools to measure attainment of this benchmark level encompasses assessments and evaluation completed before, during, and after the duration of the 17-week course.

Before the course, two needs assessments will be conducted. One assessment is a survey distributed to the faculty. This survey, shown in **Appendix A**, will measure strengths and areas of improvements for the course, provide valuable information on the course implementation, and it will measure the courses effectiveness at meeting student learning goals and institutional goals

of Saint Augustine's University. The other is an interview for students as a part of the selection process. This will provide demographic information on the students applying for this program and measure a benchmark understanding of cross-cultural experiences. Formative assessments will be conducted sporadically throughout the course and during the nine-day service-learning trip in Haiti. These formative assessments will include course assignments while students are on campus at Saint Augustine's and during their time in Haiti. For example, students will submit an assignment that allows them to practice creating goals. They will be asked to create long-term goals for their career and short-term goals for their service-learning in Haiti. They will also submit reflection assignments based on in-class films, and they will keep daily journal entries based on pre-assigned questions.

One summative assessment will also be completed by the students. This will be a final exam and final group project on their experience. Finally, three evaluations will be conducted; one for students evaluating the course as well as the program in Haiti, the second will be distributed to the faculty member and the third will be distributed to in-country partners. They will evaluate the course and program in Haiti as well, however, the questions will be re-framed to address learning outcomes for faculty and questions specific to in-country partners to assess the impressions of the host community in which students conduct their service. The goal is to ensure that the services completed are reinforced with investment from the host community. Furthermore, the evaluation completed by stakeholders in Haiti is crucial to monitoring the collaborative partnership and in turn measuring its long-term impact for both parties.

Conclusions/Implications

Study abroad is a valuable academic experience and the traditional semester-long study abroad proves to be inaccessible to many. Barriers that have been documented for low

participation includes financial resources, lack of knowledge of other cultures, and even duration of the program. Now more than ever international education professionals must be innovative in the way study abroad is envisioned. That is the driving force behind the creation of the First-Year Haiti Experience at Saint Augustine's University. The result of the information collected from the needs assessment shows that this program is needed now more than ever at SAU with creative solutions to increase the participation numbers of SAU while decreasing barriers that serve as a deterrent.

Participants looking to satisfy a First-Year Experience (FYE) 102 course requirement will be able to participate in this 17-week course with an eight-day service-learning component to Haiti. This short-term, faculty-led, service-learning program to Haiti caters to the needs of underrepresented populations with careful attention given to every aspect of the design from the curriculum to the budget to make sure it is accessible and relevant to the students. With the assistance of the Marlene M. Johnson Innovation Challenge grant issued by NAFSA: Association of International Educators and 100K Strong in the Americas, Saint Augustine's will have seed funding during the inaugural year of implementation with the hope of a self-sufficient funding model to ensure the continuation of the program for many years.

Budget

Saint Augustine's University: Office of International Programs
First-Year Haiti Experience Proposed Budget
March 15 - March 23, 2017

	Units	Cost Per Unit	# of Days	Total Cost
PROGRAM EXPENSES				
TRAVEL COSTS				
Participant and Faculty Flight	19	\$700	RT	\$13,300
Mini Bus Rental	19	\$100	RT	\$1900
Transfer to RDU	1	\$480	RT	\$480
Total Travel				\$15,680
ACTIVITIES				
Radio Haiti Archives	19	\$-	1	\$-
1804 Movie Screening	19	\$18	1	\$342
Haiti Design Co.	19	\$15	1	\$285
Half-day tour of Port-au-Prince	19	-	1	-
Total Activities				\$627
ACCOMMODATION AND MEAL COSTS				
Faculty Hotel Room	3	\$60	5	\$900
Participant Hotel Room	8	\$90	5	\$3,600
Participant and Faculty Dorm Housing	19	\$40	3	\$2,280
Participant and Faculty Meals	19	\$30	9	\$5,130
Total Accommodation and Meal				\$11,910
Program Costs				\$28,217
Direct Expenses				\$2,822
Subtotal				\$31,039
REVENUES				
Federal Aid	14	\$1,917		\$26,839
Non-Refundable Program Deposit	14	\$300		\$4,200
Subtotal				\$31,039
Balance				\$0

Budget Notes

Assumptions: This budget is based on a program that has run after one year and no grant funding is available. This accounts for 19 participants. This includes 3 staff members, 2 Peer leaders, 14 FYE students traveling for nine days and eight nights.

Travel Costs: The mini bus rental will cover airport pick up and drop off as well as in-country travel between Port-au-Prince and les Cayes. Mini bus rental also includes a half day tour. The quote provided by the min-bus company is presented with an itemized price per passenger.

Activities Costs: The cost of the half-day Port-au-Prince tour is included in the price with the mini bus rental. There will be no fee for a visit to the Radio Haiti archives at Duke University. Saint Augustine's University will absorb the cost of a van rental to Durham for the visit. Students will see the documentary 1804. This film is about the Haitian revolution and will provide students fundamental context of the history of this nation. The workshop at Haiti design co will allow the group to learn about origins and social initiatives of the company. Lunch is also included in this experience.

Accommodations and Meals: There will be single occupancy for faculty and double occupancy for students at the Trinity Lodge in Port-au-Prince and the Bishop Tharp Institute (BTI) in Les Cayes. The unit price for accommodations at Trinity Lodge includes breakfast every morning and the price for accommodations at BTI includes dormitory style lodging along with three meals daily. For other meals not included in the contracts with Trinity Lodge and BTI, the group will have a daily per diem

Direct Expenses: These expenses are budgeted at 10 percent of program costs and will include medical and travel insurance for the group, embarkation tax, currency exchange and credit card and transaction fees.

Revenue: During the inaugural year of the program, in-country transportation expenses, entrance to museums, and curriculum development materials will be funded by the Marlene Johnson grant. In subsequent years, the expenditures for this program will be paid 100 percent by program cost of students. The cost of attendance for Saint Augustine's University will be increased to allow students to use their federal financial aid to cover the program cost of the program. This does not include the non-refundable deposit. During the inaugural year, the Marlene M. Johnson grant will provide funding for airport transfers, a mini-bus rental, and all activities that are related to the curriculum both at Saint Augustine's University and in Haiti.

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Appendices

Appendix A

Faculty Survey

Student Learning Goals: Looking back on the program as a whole, students were able to...					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrate knowledge of university history and university resources available to assist them in their achievement of their academic goals					
Demonstrate knowledge of academic advising process and explore university majors, personal interest, and career-related options					
Exhibit academic growth and student development					
Pursue personal growth and spiritual development					
Understand the significance of effective oral and written communication in professional settings					
Understand the role of leadership in professional life and be able to identify various leadership styles and develop and practice their own personal leadership style					
SAU Institutional Goals: The FYE program aligns well with the following strategic goals of the institution...					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Create a rigorous academic environment and intellectual climate that results in high student achievement and professional attainment					
Attract and retain high performing students engaged in a supportive environment that develops their academic, social, and spiritual growth					
Recruit, retain, and develop exceptional faculty known for effective pedagogy and innovative research.					
Hire and maintain a professional staff dedicated to improving the overall performance of the institution					
Infused the learning and research environment with real world application, involvement, and service to community.					
Support the community through research, volunteerism, resources, and services that foster economic development					
Curriculum					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

50-minute classes twice a week is adequate time to cover the topics of discussion					
This curriculum includes interactive, meaningful global awareness, life management, and career-focused critical thinking activities.					
Individual reflections allow is a sound means of evaluation of the course and students experience at various events					
This course is research intensive					
Technology is adequately used and assists in the implementation of the course					
The course activities directly contributes to the student learning goals listed above					
Student Participation					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students are interested in classroom activities					
Student participation is high in written assignments					
Student participation is high in oral assignments					
Student participation is high in classroom discussions					
50 percent or more of my class participate in professional dress once a week					
Student in-class participation plays a vital role in the success of this course					
Additional Comments					

Appendix B

Director of International Programs
Job Description

Responsibilities:

1. Manage and operate the Office of International Programs at Saint Augustine's University.
2. Manage the development of new study abroad programs sponsored by Saint Augustine's University
3. Work with international partners to build and maintain strong relationships for international student admissions and exchange programs
4. Assist in determining "reasonable" rates associated with the use of Federal funds for study abroad.
5. Collaborate with campus advisors and faculty to promote international programs
6. Provide data collection and analysis for both inbound and outbound study abroad programs.
7. Manage and oversee the SAU international programs microsite and social media accounts.
8. Serve as the school official for the Cooperative for Raleigh Colleges.
9. Serve as the Principal Designated School Official (PDSO) for international student immigration services.
10. Support the education of international students on the requirements for tax, employment and attendance compliance where necessary.

Qualifications:

1. Terminal degree required.
2. Minimum of seven to eight years of experience to include demonstrated experience effectively managing staff.
3. Ability to read, write, and speak at least one foreign language
4. Strong interpersonal communication skills
5. Excellent organizational skills
6. Experience working in higher education, specifically a small liberal arts college.
7. Experience in the use of technology to manage, develop, promote, and operate programs
8. Experience in quantitative and qualitative research, statistical analysis, and reporting.

Salary: Commensurate with qualifications and experience

Appendix C

Program Assistant
Job Description

Responsibilities:

1. Review files for audit readiness as a part of the USCIS requirements for in-bound international students.
2. Assess curricula offerings and help define certificate programs for global studies.
3. Support logistics and planning for Summer 2018 study abroad partnerships and offerings.
4. Assist in determining “reasonable” rates associated with the use of Federal funds for study abroad.
5. Assist in administering grant funding as appropriate
6. Assist in vetting third-party providers of Study Abroad courses.
7. Assist faculty/staff in developing activities and courses for current/future study abroad offerings.
8. Provide data collection and analysis for both inbound and outbound study abroad programs.
9. Provide design and subsequent content updates for SAU international programs microsite and social media accounts.
10. Create/approve marketing collateral for various initiatives associated with the Office of International Programs.
11. Analyze data/surveys from previous international programs offerings. Prepare reports compiling various data sources.
12. Review/prepare artifacts, videos, photos and other data collected from previous international programs.

Qualifications:

1. Bachelor’s Degree in international education or related field. Master’s Degree preferred.
2. Two to three years of experience in higher education or study abroad field including program management
3. Ability to read, write, and speak at least one foreign language
4. Strong interpersonal communication skills
5. Excellent organizational skills

Salary: Commensurate with qualifications and experience

Appendix D

FYE – Haiti Service Learning Selection Interview Questions

STUDENT NAME: _____

FYE 101 Instructor: _____

Major: _____

1. Why are you interested in this program? What appealed to you most about the program when you first heard about it?
2. Do you have any experience with the target language (French/Créole)?
3. Have do you have any prior international travel experience? Flown on a plane?
4. How will study abroad experience fit into your personal goals?
5. How will this experience fit into your overall academic goals?
6. What will you want your host(s) to learn about you? About the United States?
7. In what way(s) would you have a positive influence on your group?
8. What do you perceive your responsibilities to be as a member of your study abroad group?
9. Tell me about a time you were lost? How did you deal with your circumstances?
10. How do you deal with stress?
11. Have you had any direct contact with other cultures? In what way?
12. What differences do you expect to find between your home and your housing abroad? What would you do if you wanted to take a shower but there was only cold water? What would you do if you could not identify the food at the dinner table one evening?
13. If selected for this program, how will you relay the experience back to your peers here on campus?

(Study Abroad: Interviewing Students, 2018).

Appendix E

Program Logistics and Itinerary

Program Name:

First-Year Haiti Experience

Program Dates:

March 17 – 24, 2018

Destination(s):

Port-au-Prince
Les Cayes, Haiti

Person of Contact:

Javonni McGlaurin 919-516-4048
Selena Judon-Monk 919-515-4019

Travel Information

Hotel(s):

Port-au-Prince, Haiti: March 17 – March 20 (4 nights)
Trinity Lodge
#11 Rue Richard Jules, Delmas 75 (Near college Excelsior)
Port au Prince, Haiti
Phone: (509) 4773- 0741
Website: <http://www.trinitylodgehaiti.com>

Les Cayes, Haiti: March 20 – March 22 (3 Nights)
Bishop Tharp Business and Technology Institute

Port-au-Prince, Haiti: March 23 – March 24 (1 Night)
Trinity Lodge
#11 Rue Richard Jules, Delmas 75 (Near college Excelsior)
Port au Prince, Haiti
Phone: (509) 4773- 0741
Website: <http://www.trinitylodgehaiti.com>

Transportation

Group Flight: Raleigh, Durham to Port-au-Prince, Haiti
American Airlines 955/949
03/17/2018
Departs: 7:15am

Arrives: 12:54pm

Group Flight: Port-Au-Prince, Haiti to Raleigh, Durham

American Airlines 1059/956

03/24/2018

Departs: 4:50pm

Arrives: 11:53pm

Mini Bus: Port-au-Prince to Les Cayes
Les Cayes, to Port-au-Prince

Voyages Lumiere

03/17/2018 – 03/24/2018

Phone: (509) 3607-1321/4805-8289

Email: voyageslumierehaiti@gmail.com

Website: <http://voyageslumiere.com>

Host Institution

No host in Port-au-Prince

Bishop Tharp Business and Technology Institute

8 Rue du Quai

Les Cayes, Haiti HT8110

Phone: 011-509-3445-3346

Website: <https://www.bti-haiti.org/contact-us>

Daily Schedule

Date	Activity
Tuesday, March 15 Day 1	Leave RDU Arrive in Port Au Prince
Wednesday, March 16 Day 2	Historic Tour of Port-au-Prince Haiti Design Co. workshop
Thursday, March 17 Day 3	Iron Market, National Museum Norte Dame Cathedral Ruins
Friday, March 18 Day 4	National Holiday: FLAG DAY Cultural Celebration
Saturday, March 19 Day 5	Depart from Port-au-Prince Arrive in Les Cayes Classroom Exchange Beach
Sunday, March 20 Day 6	Guest lecture Community Service with BTI and students
Monday, March 21 Day 7	Community service with BTI and students
Tuesday, March 22 Day 8	Depart from Les Cayes Arrive in Port-au-Prince

Wednesday, March 23 Day 9	Leave Port au-prince Arrive in RDU
-------------------------------------	---------------------------------------

Appendix F



SAINT AUGUSTINE'S
UNIVERSITY
Joseph G. Gordon Health Center

PERSONAL DATA SHEET

Instructions: Please print and complete all of the requested information.

Student's Name _____ **Date of Birth** ____/____/____

Social Security Number _____ **Home Phone Number** _____
(Area Code) Phone Number

Student's Cellular Phone Number _____ **Allergies** _____
(Area Code) Phone Number

Parents' or Guardians' Name _____
(Mother's Name – Last, First)

(Father's Name – Last, First)

Permanent Address _____
(Street) (City) (State) (Zip Code)

Emergency Contact Person _____
(Last Name) (First Name)

Emergency Contact's Home Phone # _____ **Cellular/Work #** _____
(Area Code) Phone Number (Area Code) Phone Number

Student's Medical Insurance Company _____

Company / Claim Address _____
(Street or P.O. Box) (City) (State) (Zip Code)

Company Phone Number _____
(Area Code) Phone Number

Policy Holder's Name _____

Subscriber or Policy Number _____

Group Number _____

Co-Pay or Deductible for Primary Care Provider/Physician _____ **Specialist** _____

Student Signature _____ **Date** _____

Parent or Guardian Signature _____ **Date** _____
(if student is 17 years old or younger)



**SAINT AUGUSTINE'S
UNIVERSITY**
Joseph G. Gordon Health Center

PART A – MEDICAL HISTORY

Please Print Clearly

For office use only!

TO BE COMPLETED BY APPLICANT

(This record is a privileged communication and will be treated confidentially.)

LAST NAME FIRSTNAME MIDDLE DATE OF BIRTH

HOME ADDRESS (NUMBER & STREET) CITY STATE ZIP TELEPHONE NUMBER

Marital Status: S__ M__ Other__ Sex: M__ F__ Expected Enrollment _____ Previously Enrolled Here? _____

PARENTS OF STUDENTS UNDER 18: I authorize any medical treatment that may be advised or recommended by the medical staff for my son/ daughter.

Signature of Parent

Date

FAMILY HISTORY: INDICATE WHICH OF YOUR RELATIVES HAD ANY OF THE FOLLOWING?

CANCER _____ HIGH BLOOD PRESSURE _____ MENTAL ILLNESS _____ KIDNEY DISEASE _____
ASTHMA _____ ARTHRITIS _____ HEART DISEASE _____ TUBERCULOSIS _____
DIABETES _____ STROKE _____ STOMACH DISEASE _____ CONVULSIONS/ EPILEPSY _____

PERSONAL HISTORY: PLEASE EXPLAIN ALL YES ANSWERS BELOW OR ON A SEPARATE SHEET OF PAPER.

HAVE YOU HAD?	YES	NO		YES	NO
EYE TROUBLE			HYPO/ HYPERTENSION		
EAR, NOSE, THROAT TROUBLE			ANEMIA		
FREQUENT OR SEVERE HEADACHES			DIABETES		
CONVULSIONS/ EPILEPSY			HEPATITIS/ JAUNDICE		
ASTHMA/ HAY FEVER			HEART DISEASE		
TUBERCULOSIS			KIDNEY DISEASE		
RESPIRATORY PROBLEMS			FEMALES ONLY:		
INFECTIOUS MONONUCLEOSIS			<input type="checkbox"/> IRREGULAR PERIODS		
STOMACH/ INTESTINAL PROBLEMS			<input type="checkbox"/> SEVERE CRAMPS		
DISEASE OR INJURY OF BONES OR JOINTS			<input type="checkbox"/> EXCESSIVE FLOW		

1. Please list any past or present illnesses/ hospitalizations. (Physical or Emotional) _____
2. Are you currently being treated for any conditions? (If so please explain) _____
3. Please list names and addresses of physicians who are currently treating the conditions listed above. _____
4. Please list any prescribed medications that you are currently taking. _____
5. Are you allergic to any drugs, foods, etc? (Please list) _____

STATEMENT BY STUDENT: I have personally supplied the above information and attest that it is true and complete to the best of my knowledge. I understand that the information is strictly confidential and will not be released to anyone without my knowledge and written consent. However, if I should be ill or injured and unable to sign the appropriate forms, I hereby authorize the Joseph G. Gordon Health Center to release information from my medical record to a physician, hospital or other medical agency involved in giving me emergency treatment.

Student Signature

Date

Parent or Guardian Signature (if student age 17 or younger)

Date



SAINT AUGUSTINE'S
UNIVERSITY
Joseph G. Gordon Health Center

PART B - PHYSICAL EXAMINATION

TO BE COMPLETED BY HEALTH CARE PROVIDER
(This record is a privileged communication and will be treated confidentially.)

STUDENT'S LAST NAME FIRST NAME MIDDLE NAME DATE OF BIRTH

The state of North Carolina requires all students entering college to submit a valid copy of their immunization records to the college in order to register. (A valid copy may be obtained from your high school, family physician, health department, clinics, or other colleges you have attended). All shot records require verification by a doctor's stamp or signature or a clinic or health department stamp.

IMMUNIZATIONS		DATE	DATE	DATE
DTP/ DTP/ TD (ONE MUST BE WITHIN THE LAST 10 YEARS). Series of 3 required.				
Td Booster within the last 10 years.				
Polio, Series of 3 (not required after age 17)				
MMR (measles, mumps, rubella) Series of 2 required.				
Hepatitis B (Series of 3, if born after July 1, 1994)				
Meningitis Vaccine (Recommended, not required)				
Tuberculin Skin Test (within the last year)	Date given:	Date Read: _____ Results: _____mm		
	Signature:	Signature: _____		
Chest X-ray (if applicable)	Date given:	Results: (attach a copy of the chest x-ray report to form)		

Health Care Staff Signature _____ Office Stamp _____

TO BE COMPLETED BY THE EXAMINING PHYSICIAN							
Height	Weight	lbs	B/P	Pulse	Hearing (gross) Right	Left	
Corrected Vision: Right 20/		Left 20/		Uncorrected Vision: Right 20/			Left 20/
Urinalysis: Glucose		Ketones	Leukocytes	Blood	Protein	HGB/HCT /	
Are there any	Normal	Abnormal	Description (attach additional sheets if necessary)				
1. Head, Ears, Nose, Throat							
2. Eye							
3. Respiratory							
4. Cardiovascular							
5. Gastrointestinal							
6. Hernia							
7. Genitourinary							
8. Musculoskeletal							
9. Metabolic/ Endocrine							
10. Neuropsychiatric							
11. Skin							
12. Mammary							

- A. Is there loss or seriously impaired function of any organ? Yes No
Explain: _____
- B. Is the student under treatment for any medical or emotional condition? Yes No
Explain: _____
- C. Recommendations for physical activity (Phys. Ed., Intercollegiate, Intramurals, etc.)
Unlimited Limited Explain: _____
- D. Significant findings or general comments regarding this student. Is student physically and emotionally healthy?
Explain: _____

Signature of Physician/ Physician's Assistant/ /Nurse Practitioner

Physical Examination Date

Office Address/ Stamp City State Zip Code

Area Code/ Phone Number



SAINT AUGUSTINE'S
UNIVERSITY
Joseph G. Gordon Health Center

Student Name: _____ Date of Birth: ____/____/____

Tuberculosis (TB) Screening Questionnaire

Please answer the following questions:

- | | | |
|--|-----|----|
| 1. Have you ever had a positive TB skin test? | Yes | No |
| 2. Have you ever had close contact with anyone who was sick with TB? | Yes | No |
| 3. Were you born in one of the countries listed below and arrived in the U.S. within the past 5 years? * (If yes, please CIRCLE the country) | Yes | No |
| 4. Have you ever traveled** to/in one or more of the countries listed below? (If yes, please CHECK the country/ies) | Yes | No |
| 5. Have you ever been vaccinated with BCG? | Yes | No |

**future CDC updates may eliminate the 5 year time frame*

*** The significance of the travel exposure should be discussed with a health care provider and evaluated.*

Afghanistan	Congo DR	Kenya	New Caledonia	Sri Lanka
Algeria	Cote d'Ivoire	Kiribati	Nicaragua	Sudan
Angola	Croatia	Korea-DPR	Niger	Suriname
Anguilla	Djibouti	Korea-Republic	Nigeria	Syrian Arab Republic
Argentina	Dominican Republic	Kuwait	Niue	Swaziland
Armenia	Ecuador	Kyrgyzstan	N. Mariana Islands	Tajikistan
Azerbaijan	Egypt	Lao PDR	Pakistan	Tanzania-UR
Bahamas	El Salvador	Latvia	Palau	Thailand
Bahrain	Equatorial Guinea	Lesotho	Panama	Timor-Leste
Bangladesh	Eritrea	Liberia	Papua New Guinea	Togo
Belarus	Estonia	Lithuania	Paraguay	Tokelau
Belize	Ethiopia	Macedonia-TFYR	Peru	Tonga
Benin	Fiji	Madagascar	Philippines	Tunisia
Bhutan	French Polynesia	Malawi	Poland	Turkey
Bolivia	Gabon	Malaysia	Portugal	Turkmenistan
Bosnia & Herzegovina	Gambia	Maldives	Qatar	Tuvalu
Botswana	Georgia	Mali	Romania	Uganda
Brazil	Ghana	Marshall Islands	Russian Federation	Ukraine
Brunei Darussalam	Guam	Mauritania	Rwanda	Uruguay
Bulgaria	Guatemala	Mauritius	St. Vincent & The Grenadines	Uzbekistan
Burkina Faso	Guinea	Mexico	Sao Tome & Principe	Vanuatu
Burundi	Guinea-Bissau	Micronesia	Saudi Arabia	Venezuela
Cambodia	Guyana	Moldova-Rep.	Senegal	Viet Nam
Cameroon	Haiti	Mongolia	Seychelles	Wallis & Futuna Islands
Cape Verde	Honduras	Montenegro	Sierra Leone	W. Bank & Gaza Strip
Central African Rep.	India	Morocco	Singapore	Yemen
Chad	Indonesia	Mozambique	Solomon Islands	Zambia
China	Iran	Myanmar	Somalia	Zimbabwe
Colombia	Iraq	Namibia	South Africa	
Comoros	Japan	Nauru	Spain	
Congo	Kazakhstan	Nepal		

Source: World Health Organization Global Tuberculosis Control, WHO Report 2006, Countries with Tuberculosis incidence rates of ≥ 20 cases per 100,000 population. For future updates, refer to www.who.int/globalatlas/dataQuery/default.asp

☐ **Low risk- if answers to all questions are NO**, no further testing or further action required.

☐ **High risk- if answer YES to any of the above questions**, St. Augustine's University requires that a health care provider complete a tuberculosis risk assessment (on back or attached) prior to start of classes.

Health Care Provider Signature _____

Date _____



Student Name: _____ Date of Birth: ____/____/____

Tuberculosis (TB) Risk Assessment

Persons with any of the following are candidates for either Mantoux tuberculin skin test (TST) or Interferon Gamma Release Assay (IGRA), unless a previous positive test has been documented:

Risk Factor		
Recent close contact with someone with infectious TB disease	Yes	No
Foreign-born from (or travel* to/in) a high-prevalence area (e.g., Africa, Asia, Eastern Europe, or Central or South America)	Yes	No
Fibrotic changes on a prior chest x-ray suggesting inactive or past TB disease	Yes	No
HIV/AIDS	Yes	No
Organ transplant recipient	Yes	No
Immunosuppressed (equivalent of > 15 mg/day of prednisone for >1 month or TNF- α antagonist)	Yes	No
History of illicit drug use	Yes	No
Resident, employee, or volunteer in a high-risk congregate setting (e.g., correctional facilities, nursing homes, homeless shelters, hospitals, and other health care facilities)	Yes	No
Medical condition associated with increased risk of progressing to TB disease if infected [e.g., diabetes mellitus, silicosis, head, neck, or lung cancer, hematologic or reticuloendothelial disease such as Hodgkin's disease or leukemia, end stage renal disease, intestinal bypass or gastrectomy, chronic malabsorption syndrome, low body weight (i.e., 10% or more below ideal for the given population)]	Yes	No

** The significance of the travel exposure should be discussed with a health care provider and evaluated.*

1. Does the student have signs or symptoms of active tuberculosis disease? Yes _____ No _____

If No, proceed to 2. If Yes, proceed with additional evaluation to exclude active tuberculosis disease including tuberculin skin testing, chest x-ray, and sputum evaluation as indicated.

2. Tuberculin Skin Test (TST)

(TST result should be recorded as actual millimeters (mm) of induration, transverse diameter; if no induration, write "0". The TST interpretation should be based on mm of induration as well as risk factors.)**

Date Given: ____/____/____
M D Y

Date Read: ____/____/____
M D Y

Result: _____ mm of induration **Interpretation: positive____ negative____

Rev. 8/1/12

(Admissions: Documents, 2017).

Appendix G

Agreement and Waiver

I certify that the information on this application is correct. I understand that on becoming a student in this program, I shall be subject to all rules, regulations, and requirements as to conduct, academic and financial policies of Saint Augustine's University and the national and local ordinances of the country in which I will be studying. I understand that Saint Augustine's University reserves the right to require the withdrawal of any student on account of unsatisfactory academic work or behavior.

My signature on this application form indicates my understanding and acceptance of the above statements and the following waiver.

Saint Augustine's University and its affiliated institutions, in making arrangement for the programs, act only as agents. Neither Saint Augustine's University, its Trustees, nor any of its employees nor any other persons, parties, organizations or agencies collaborating with them is or shall be responsible or liable for injury, loss, damage, deviation, delay or curtailment, however caused, or the consequences thereof which may occur during any of the travel or programs. Saint Augustine's University reserved the right to cancel, alter or amend any part of the program or to increase fees as deemed necessary.

 Signature

 Date

Saint Augustine's University's non-discrimination policy includes age, color, creed, gender, national origin, physical ability, race, religion and sexual orientation.

Assumption of Risks, Release of Liability, and Hold Harmless Agreement

Name: _____

Study Abroad Program: _____

PLEASE READ THIS DOCUMENT CAREFULLY. It affects any rights you may have if you are injured or otherwise suffer damages while voluntarily participating in the above-named study abroad program.

In consideration for my being permitted to accompany this study abroad program, I agree to the following:

1. **Assumption of Risks:** I understand that there are inherent and unavoidable risks in travel abroad. I assume, knowingly and voluntarily, the known risks and all other risks that could arise during my travel to, from, in, or around my site country
2. **Important Websites:** I acknowledge that I have been provided with the website addresses for obtaining information on security, safety, and health for countries to which I plan to travel and that I am responsible for informing myself of this information. The websites are:

U.S. State Department	www.travel.state.gov
Centers for Disease Control	www.cdc.gov
World Health Organization	www.who.org
3. **Orientation:** I understand that study abroad orientation is available to me, and I understand that it is my responsibility to attend
4. **RELEASE OF LIABILITY:** I acknowledge that I understand that I do hereby, for myself, the members of my family and spouse if I am alive, and my heirs, assigns, and personal representatives if I am deceased, RELEASE, WAIVE, FOREVER DISCHARGE, AND COVENANT NOT TO SUE the State of North Carolina, Board of Saint Augustine's University, Saint Augustine's University, and all their officers,

faculty, or otherwise, from any and all claims, demands, actions, or causes or action on account of any injury to me or my continuances thereof; and I do hereby expressly covenant and agree to refrain from bringing suit or proceedings at law or in equity or otherwise as provided by law against any of the RELEASEES on account of any and all such claims, demands, actions, or causes of action.

- 5. INDEMNIFICATION:** I further AGREE TO INDEMNIFY AND HOLD HARMLESS the RELEASEES from any loss, liability, damage, or cost, including court costs and attorneys' fees that may incur due to my participation in the study abroad program.

IN SIGNING THIS ASSUMPTION OF RISKS, RELEASE OF LIABILITY, AND HOLD HARMLESS AGREEMENT, I ACKNOWLEDGE AND REPRESENT THAT I have read the foregoing, understand it, and sign it voluntarily as my own free will; no oral representations, statements, or inducements apart from the foregoing written agreement have been made; I am at least eighteen (18) years of age and fully competent (if not eighteen, my parent(s) or guardian(s) agree with the terms of this document and sign it as such); and I execute this AGREEMENT for full, adequate, and complete consideration fully intending to be bound by its terms.

Signature
(Also serves as parental signature for minor child/children)

Date

Appendix H

Office of International Programs
Study Abroad Incident Report**Name of Person Completing this Report:** _____**Email of Person Completing this Report:** _____**Phone number of Person Completing this Report:** _____**Name of study abroad program:**

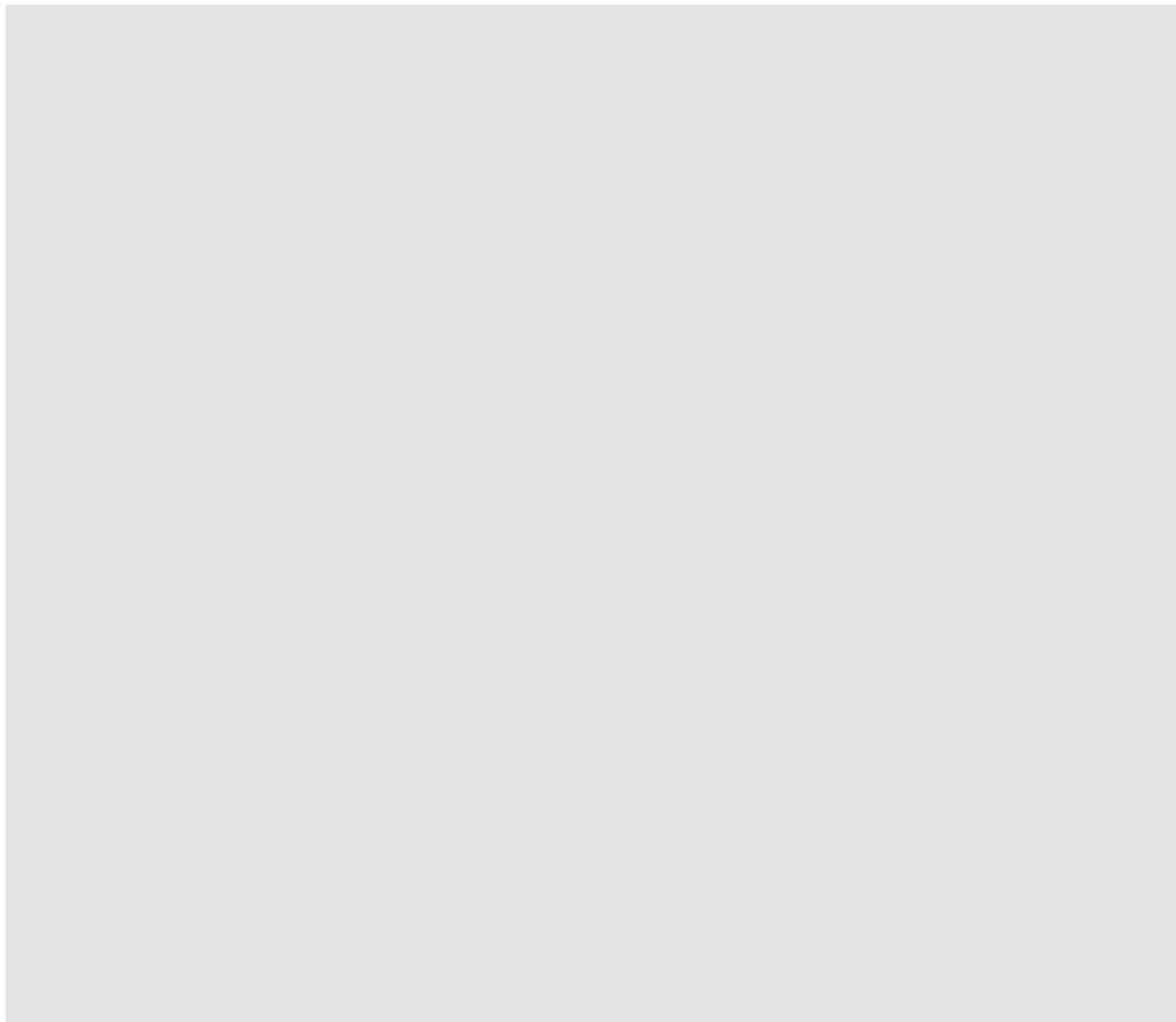
Date and Time of Incident

Date: _____ Time: _____ Location: _____

Were you present: Yes No

Name of Saint Augustine's participants involved:***Confidentiality notice*** If the incident is of a sexual nature (i.e. harassment, assault) omit the name of all students involved in this report**Description of what happened:**

Actions taken:



Signature

Date/Time

(Slind & Spencer, 2007).

Appendix I

GLOBAL LEARNING VALUE RUBRIC

	Capstone	Milestones		Benchmark
	4	3	2	1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

(Global learning VALUE rubric, 2014)

Appendix J

**HBCUs Abroad: Design and Delivery of the First-Year Haiti Experience
Interview Guide**

- How long have you worked in the International Education field?
- In your own words, how do you define study abroad?
- What trends are you seeing in the field of international education, specifically study abroad and program delivery?
- What are your responsibilities within the organization?
- Do you have experience designing an academic mobility program?
- What is enrollment at your institution?
- How many students study abroad through your programs?
- Does your institution offer first-year programs?
- Does your institution offer study abroad programs that are offered with connection to a specific course?
- What is the staffing of your office (i.e. Full-time, part-time, and student staff)?
- How does your institution envision itself in a global market of higher education?
- What does your institution want its students to know about the world?
- What data do you have to illustrate student's motivation for studying abroad?
- How does student demographics impact program development?
- What are common concerns underrepresented students have regarding study abroad opportunities?
- What are some things to consider when creating a program?
- What support systems are in place in the study abroad destination?

- How do you strengthen this relationship?
- What steps do you take to create a curriculum?
- What are sources for funding when creating a budget?
- What effective techniques do you use for marketing and recruiting students?
- What other stakeholders involved in creating a study abroad program?
- What evaluation tool do you use to measure the effectiveness of a program?
- What resources would you recommend for scholarly articles related to this topic?